 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:**Garrett Hodgkins **Lesson #:** One **Facet:** Explanation  
**Grade Level:** 9-10 **Numbers of Days:** One  
**Topic:** Huckleberry Finn  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**there are turning points of Huck's attitude towards racism  
**Student will know**theme, plot, setting, racist, slurs, characters  
**Student will be able to**describe Huck's changes in view throughout the text  
  
**Product:**Blog  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** 3. *analyze how complex character develop over the course of the text, interact with other character, and advance the plot over time*.  
  
  
**Rationale:**In this lesson students will be introduced to the character Huck Finn, and begin developing a blog that tracks key events in his character arc, this blog will show that they have analyzed character growth throughout the text.  
  
  
**Assessments**  
  
**Pre-Assessment: (Lesson 1 only)**  
vocab and reading comprehension quiz  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I am going to use let's compare notes to check that all students have a good understanding of theme, plot, and an understanding of what key events may be in the novel.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students and their peers will use a rubric to check that they are meeting all required areas in their blog.I will use the same rubric to check that the students is meeting all of the areas of requirement.  
  
**Summative (Assessment of Learning):**  
Blog: Students will have to keep a journal from Huck's point of view. After each chapter is read the student will write in key events of the chapter. Points are awarded for full coverage of the chapter, as well as spelling and grammar. **15** **Points**  
  
**Integration**  
**Technology:**To integrate type II technology into this lesson the students will be developing a blog that will act as a journal of Huck's adventures during the novel.  
  
  
**Content Areas: History:**Since this is the introductory phase of Huckleberry Finn it would be pertinent to give some background knowledge of the time and setting ( Pre-civil war south) which would cover some of the history of the United States.  
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
The students will be using a time-line in order to organize where Huck's changes in thought occurred chronologically in the book. Also, the students will use pair discussion in order to compare notes and correct errors.  
  
**Section II – Groups and Roles for Product**  
Student's will have to explain and describe Huck's changes in point of view throughout the text, using a blog they have written through his eyes that describes key events that resulted in the change.  
Every time students do a new blog posting they will be partnered with a new person and both will have to read and discuss each others blogs. New partners will be chosen with each posting.  
  
**Differentiated Instruction**  
  
**Verbal:**Students will get a chance to express their own views and speak of Huck's turning points when they pair up with groups.  
**Logical:** Students will have to make a timeline of Huck's turning points, which is a logical order of events.  
**Visual:** The graphic organization of a time-line that the students works on for Huck, as well as my own slideshow presentation of theme, plot, setting, and other key words appeal to visual learners.  
**Kinesthetic:**Students will get opportunities to move around and pair up multiple times throughout this lesson, as well as participate in my hook skit that helps to layout changes that can overcome people from particular experiences.  
**Musical:** Music from the era of Huck Finn's era will be played during the hook skit.  
**Interpersonal:** Students will be working in groups of two in order to discuss Huck's changes and attitude towards racism.  
**Intrapersonal:** Students work on their time-line of Huck's turning points on their own, and are given time to work by themselves.  
**Naturalist:** A Google earth made-slide show of the Mississippi river during the overview of the setting of Huck Finn  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**In the case of an absence all needed worksheet's and the syllabus will be available via e-mail. Students will also have the opportunity to meet with me during planning hours or after/before school to get an in depth description of what they missed and what they need to do.  
  
  
**Extensions**  
  
**Type II technology:**To integrate type II technology into this lesson the students will be developing a blog that will act as a journal of Huck's adventures during the novel.  
  
**Gifted Students:**As an optional assignment for the blog, when writing as Huck Finn they could *choose* to write in Huck's dialect instead of our own. All students will have this option, but it will be expected that gifted students may be more likely to gravitate to it.  
  
  
**Materials, Resources and Technology**

1. Writing utensils ( whiteboard markers included)
2. Laptops
3. Time-line worksheets for students
4. Huckleberry Finn novels for students
5. Laptop
6. Overhead/ projector
7. Cd for Hook
8. Time-line

**Source for Lesson Plan and Research**  
[*www.Blogger.com*](http://www.blogger.com/)  
  
[Timeline](http://www.eduplace.com/graphicorganizer/)  
  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
**Agenda**  
**Day One**

* Students will filter into class and take their seats, I will then call on a few students to come up as volunteers. After a short period where I take each of them aside and tell them how to act I will have them perform a short improvised skit in front of the class. I will then ask the class how their opinions of the students may have changed if what happened in the skit was actually a real event. (15 minutes)
* I will now introduce the novel to the students. Give them some background knowledge of when it was written, who Mark Twain was, and what some important things we may draw from this. Also, I will discuss the usage of the racial slurs that are use throughout the book, and why it is okay for the students to be reading this material. After I hand out each students copy of the novel we will read the first chapter together as a class. (20 minutes, If lacking on time rest of chapter assigned as homework)
* Afterwards I will present all of the students with a time-line to record key events in the book in the future, which will coincide with later group work where they compare notes, however at this point in the novel it doesn't apply much ( 5 minutes)
* Now I will present to the class their unit long project of keeping a blog journal through Huck Finn's eyes. I will introduce them to the blog and the wiki, and help them to create the neccesary accounts in order to use this time. The students will have some time to work on these areas on their own. (25 minutes)
* For the remainder of the class period I will teach the students some of the key words that will need to understand through the course of the book (15 minutes)
* Assigned homework will to finish chapter one if needed, as well as reading chapter 2-3. Student should also record key events on their timeline as well as write their blog entries.

**Classroom Arrangement**  
  
The classroom is going to be organized into a table format where multiple students will be sitting around a table in order to make group discussions easier.  
Students will understand that there are turning points of Huck's attitude towards racism. In the real world people opinions are formed of many experiences, and opinions can often change. it is important for students to be able to analyze why people's opinions change as they do. *Analyze how complex character develop over the course of the text, interact with other character, and advance the plot over time.*There will be a short reading comprehension and vocab quiz to assess each students mastery up to this point, that way I can tweak further lessons to help students that are both "ahead" and "behind" of the expected average.  
In the beginning of class students will participate in a skit where they will each have very distinct character qualities throughout the skit. For instance, some students may be particularly mean, or nice, or just out-of-touch with everyone else. The students in there classroom will then share their thoughts and feelings on what they think of each character in the skit. The point of this is to show how a person can be affected by events and the way that other people act, and how quickly an opinion can be changed.  
**Where, Why, What, Hook Tailor:**Visual, Logical, bodily-kinesthetic, verbal.  
  
  
Students will know theme, plot, setting, racist, slurs, characters, satire. (**See content notes.**)  
  
The students will be using a time-line in order to organize where Huck's changes in thought occurred chronologically in the book. Also, the students will use pair discussion in order to compare notes and correct errors. The time-line will not receive much use in this lesson, as they have not read enough of the book in order to use its full potential. The students will however use pair discussion in order to discuss the words under the "students will know section" in order to gauge what they all think they mean. Also, the class will be reading the book together, with me reading sometimes as well. In order to check for understanding I am going to use "lets compare notes" to make sure that students all have a good grasp on the key words needed to understand all of the areas of this novel, if a student is unsure of any particular keyword I will work with them myself so they understand. Also, before I have the students begin to read the book I will show them various reviews and ideas about the novel in order to further interest them in the story.**(See content notes in order to get specific definitions and background knowledge)**  
**Equip, Explore, Rethink Tailor:** Intrapersonal, interpersonal, verbal  
  
  
Students will be able to describe Huck's changes throughout the novel and why they happened by the time they reach the end of the book.  
students will have to keep a journal from Huck's point of view. After each chapter is read the student will write in key events of the chapter through Huck's point of view on [Blogger](http://blogger.com/). The hope here is that on some level the students will connect with Huck and the events happening around him and will be able to come to a logical conclusion on why he changed the way he changed or reacted the way he reacted after the events of a chapter.Students and their peers will use a rubric to check that they are meeting all required areas in their blog in every subsequent class after this one.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Interpersonal, Intrapersonal, logical, verbal, visual.  
  
Students will self-assess in classes after this by using a rubric to grade each of their blog entries ensuring that they have the key areas which are : Key events, characters, and Huck's feelings on both of these. They will also have a peer check the same thing for them, as well as myself. In order to provide my own timely feedback I will take a look at their own self and peer assessments and add in my own feedback sandwich to each of their blog entries to let them know what they did well on and what they could use more work on. This is all connected to the homework assignment as the reading is the homework assignment, and the blog cannot be completed ( at least correctly) without the student actually reading the chapter. This work is connected to the next lesson as it deals with vocabulary and dialect, and the students will now have a rough understanding of how the dialect works int he book, and will have examples to give me in class on what may be confusing to them.  
**Evaluate, Tailors:**Intrapersonal, verbal  
  
  
  
**Content Notes**

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| --- | --- |
| [Plot](http://dictionary.reference.com/browse/Plot?s=t) | Also called storyline. the plan, scheme, or main story of a literary or dramatic work, as a play, novel,or short story. |
| [Setting](http://dictionary.reference.com/browse/setting?s=t) | the locale or period in which the action of a novel, play, film, etc., takes place |
| [Racism](http://dictionary.reference.com/browse/Racism?s=t) | a belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own [race](http://dictionary.reference.com/browse/race) is superior and has the right torule others. |
| [Slurs](http://dictionary.reference.com/browse/Slur?s=t) | a disparaging remark or a slight |
| [Satire](http://dictionary.reference.com/browse/Satire) | a literary composition, in verse or prose, in [which](http://dictionary.reference.com/browse/which) human folly and vice are held up to scorn, derision,or ridicule. |

**Huckleberry Finn** was written by Mark Twain in 1884. Mark Twain ( Samuel Longhorn Clemens) was an American author who also wrote The Adventures of Tom Sawyer. He writes in a satire style through the eyes of the main character Huckleberry Finn. The satire is used to display an overall theme of racism, and through this we can see how Twain felt on the subject of slavery as well.  
  
  
  
  
  
  
**Handouts**  
Syllabus, Timeline, and Huckleberry Finn  
  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***This lesson meets clipboards needs because they will understand that there is a sequence to their reading and homework assignments, and it will not change throughout the course of the lesson ( snow days pending.) For instance, we will always read a little during class, and they will always have two chapters and a blog to write outside of the classroom. Also, on the whiteboard there will be a schedule of the evens of the classroom for that day.  
  
  
***Microscope:***This lesson gives students the chance for self-discovery through the blog. Since they will be writing Huck's thoughts through themselves it will give the students a good chance to think about how they may react in a situation. Also, students will have time to discuss with their peers.   
  
  
***Puppy:***Students will have the opportunity to work with their peers as well as have on on one time with me.  
  
  
***Beach Ball:***Students can choice to work in groups or alone when dealing with Blogger and the time-line. Also, during class reading time the student can read silently, follow along, or read out loud with the class if they like.  
  
  
***Rationale:***This lesson will cater to all four various learning types. Through group work, solo work, structure, and self-awareness hopefully the needs of all learners will be met.   
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative/Summative:*** Throughout the unit students will be writing in their time-lines as well as the blogs. Through these I can view a students progress in the understanding of dialect, vocabulary, and the relation of key events and characters to character development. Both of these can be viewed as formative and summative.   
  
  
  
**Rationale:** Through the students own writing I will be able to see whether they have a competent understanding of what is happening in the book. Since the students are required to write a blog entry for each chapter I will be able to gauge their level of understanding per chapter of the book.  
  
  
  
***Rationale:***  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***Students will know theme, plot, setting, racist, slurs, characters, satire.  
  
  
  
***MLR or CCSS:***  
**Common Core State Standards**  
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**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
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**Standard:** 3. *analyze how complex character develop over the course of the text, interact with other character, and advance the plot over time*.  
  
  
  
***Facet:*** Explanation  
  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
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**Logical:** Students will have to make a timeline of Huck's turning points, which is a logical order of events.  
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**Type II Technology:**The students will be using blogger in order to keep track of key events and try to view events and characters as Huck sees them. Hopefully through this technology the students can see the logic behind character development as the story progresses.  
  
  
  
  
**Rationale:** The group work will appeal to both verbal and interpersonal learners. The chance to participate in the skit will help with visual as well as kinesthetic learners. The time-line will help logical and visual learners. The music from the era will appeal to the musical learners in the classroom, the slideshow to the naturalist, and the choice to work and read alone will assist the intrapersonal person if they should choose to work alone.   
  
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***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** The blog itself is a model for creative thinking. Having to write down the thought-process of Huck will require the students to use creative writing. Also, the use of the time-line in assisting with the blog writing will require the students using a tool in a creative way to assist their writing.  
  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale:** Students will be using blogger which is a digital tool where they will have to use their own creative writing to complete the assignment. Furthermore, if you refer to the 'Multiple Intelligence" sections of this document you will see how this lesson plan appeals to all learners of all intelligences.